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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers the analysis of community resources, an activity that has as its primary objective the evaluation of the LEA's use of those resources available in the community, such as businesses, labor unions, and local artisans. The central focus of the activity is on the improvement of the qualitative and quantitative use of those community resources that complement the LEA's occupational education programs. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Analyzing Community Resources

Local Leader Guide XI

CE 034980

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This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

The Analysis of Community Resources activity has as its primary objective the evaluation of your LEA's utilization of available community resources. Many other benefits will be derived as a result of the effort expended, but the central focus will be the improvement of the qualitative and quantitative utilization of those community resources that complement your occupational programs. Effective utilization of the many resources available in your community promotes and enhances cooperation between students, parents, teachers, administrators, businessmen, organized labor, and laypeople which in turn results in more meaningful and effective occupational programs serving these same groups of people.

Once communication channels among all segments of the community are established, the quantity and quality of occupational and other educational programs will improve. A check and balance system will be enacted which will result in the continual improvement and revision of programs serving the community, the deletion of those programs no longer meeting a real need, and the implementation of programs mandated by new needs brought about as a result of changes in technology and society.

This activity will vary widely in its implementation depending on local needs. For those LEA's utilizing the resources of large, complex industries and business operations, it might seem to be an impossible task. If tackled in small segments over a period of time, with large numbers of people involved, it can be done. The small LEA may feel that there are no resources in the area to be analyzed. However, if the activity is undertaken and completed, you will be amazed at the resources you uncover. In either case, the personal contacts made by staff with industrial and business leaders will be invaluable. The understanding of your community as a result of your analysis will be both stimulating and rewarding.

Once completed, the analysis will bestow continuing incidental benefits; however, the utilization of results is of utmost importance. They must be readily available and in a form easily used. The summarization, compilation, and utilization of the information collected is in large part the responsibility of the local leader. Once contacted, business and industry will strongly suggest that you follow through by actually using the many resources they have available.

The entire staff should be made aware of the importance of using local resources to complement instruction. Frequent checks should be made to insure that there is utilization of the resources discovered. Failure to utilize discovered resources will quickly close newly developed communication channels which will become increasingly difficult to reopen.

Finally, the public should be informed of the role the community is playing in the educational program. Publicity concerning field trips taken, guest lecturers, cooperative activities, and other activities should be reported regularly through the local media.

The possible outcomes derived from conducting this activity are as follows:

1. A list of resource personnel.
2. Expanded facilities which can be used for field trips, cooperative or internship placements, etc.
3. Changes in student motivation.
4. Effective and ongoing public relations program.
5. Continuous staff in-service program.
6. A provision that helps insure that programs will remain practical and current.

Administrative Review

1. Review this entire set of materials in order to clarify the actions needed in your specific situations.
2. Modify objectives and procedures to meet the specific needs of your educational agency.
3. Discuss thoroughly with your administrative personnel the objectives of the activity and outline a proposed calendar of activities that will provide sufficient time to complete required activities as well as to allow the activity to be successfully concluded within a reasonable period of time.
4. Obtain approval from the appropriate administrators after they fully understand the objectives to be met and procedures to be utilized.

Staff Review

1. Discuss with a committee of faculty (an existing group or one selected for this activity) the need for and expected benefits of an analysis of community resources. Acquaint them with the specific objectives as modified for your particular agency and outline the procedures to be utilized in completing the task. Solicit their opinions regarding the objectives and procedures and modify each accordingly. Ask them to develop some materials which may be utilized to gather the information required (survey forms and questionnaires).
2. Meet with the total staff to discuss the proposed activity. Carefully review with them the need for an analysis of community resources and the benefits to be obtained from such an activity.
3. Discuss the scope of the activity. (Some tentative decision will have already been reached regarding scope, but the entire faculty should have a voice in the final decision.) Smaller districts may decide to undertake a complete analysis, while larger districts may choose to work within only one occupational program area at a time or to divide the activity into smaller components in some other manner. *Do Not* attempt to do so much that logistics become so confusing and complex that the effort is finally abandoned in frustration.
4. Formulate several key questions which can be used to determine what resources are currently being utilized and evaluate their effectiveness. (e.g. What use has

been made of guest speakers during the past year? Have the objectives of their utilization been met?)

5. Discuss and choose a method to gather the needed data.
6. Outline procedures that may be used to develop a comprehensive listing of the total resources available to the local educational agency within the service area of the agency and decide which procedure should be used (i.e. personal interview, telephone interview, mail questonnaire). Develop some key questions which can be used to identify needed information.
7. Present and discuss the task breakdown:
   a. development of an instrument to determine the extent of current utilization of community resources
   b. development of a qualitative rating instrument to be used by the staff and/or students in evaluating the effectiveness of resources being utilized (i.e. guest speakers, field trips, cooperative experiences, etc.)
   c. development of an instrument to be used in the compilation of a master file of available community resources
   d. preparing for and administering the data collection process
   e. summarizing and presenting the results
   f. coordinating the use of collected data and maintaining a current master file of community resources available to the local educational agency. (This includes the responsibility of insuring that resources are being used—i.e. encouraging faculty to take advantage of resources available.) The master file may be categorized by functional use or occupational areas. Examples of functional use might be:
      1. Resource Personnel
      2. Field Trips
      3. Advisory Committee Members
      4. Local, State and Federal Agencies
      5. Professional and Service Organizations
      6. Youth Organizations
      7. Media and Publications
      8. Cooperative Work Stations

      Examples of occupational areas are:
      1. Agriculture
      2. Home Economics
      3. Business, Marketing and Management
      4. Industrial
      5. Health Occupations
8. Solicit volunteers or assign staff to each of these tasks. The local leader will be responsible for the supervision of all groups, but leadership may well come from faculty committee membership. In smaller LEAs all tasks may be undertaken by only one group. This is left to the discretion of the local leader.
9. The results of this activity will be the:
   a. Enumeration of community resources currently being used.
   b. Determination of the value and effectiveness of those resources.
   c. Identification of potential resources not being utilized.

Procedure/Task Breakdown

Task A. Develop an Instrument to Determine Current Resource Utilization.

1. Develop additional key questions which will identify community resources currently being utilized as beginning in item 8 of the Preliminary Considerations under "Staff Review."
2. Develop a number of criterion questions from the key questions agreed upon in step 1 above. Answers to these criterion questions should help answer the key questions.
3. Formulate questions to be asked of staff and/or students. These questions should help answer the criterion questions.
4. Assemble the questions into some type of instrument. The instrument should be easy to complete and contain needed information for easy compilation. (Example Document 11-4)
5. Develop directions for the instrument. These should include a brief description of the intended use of the data, specific directions needed to complete the information and the date due and return address or location. (Example Document 11-3)
6. Evaluate the instrument. Obtain suggestions for modifications from other staff members. If needed, modify the instrument based on suggestions received. Have representatives of the group expected to complete the instrument fill out sample forms. Review with them problems encountered and/or revisions needed.
7. Duplicate the instrument. Print the instrument in quantity for interview use or mailing. If the instruments are to be mailed, colored paper can increase the response rate.

Task B. Develop a Qualitative Rating Instrument for Resources Currently Utilized. (Review steps in Task A.)

Task C. Develop a Survey Instrument to Identify Additional Available Community Resources. (Review steps in Task A.)

Task D. Prepare and Administer Data Collection.

1. Obtain the names, addresses and telephone numbers of the individuals, businesses and industries to be surveyed. Chamber of Commerce mailing lists, Yellow Pages advertisements, and other listings may be valuable sources of information.

(if mailing)

2. Address envelopes.
3. Code instruments with a number corresponding to your master list. This number will identify for you those responding to the survey so that follow-ups may be made.
4. Develop a cover letter for the instrument. Results may be improved if this letter is typed on the letterhead of an advisory committee member or chairperson. (Example Document 11-1)
5. Mail the instrument, directions and cover letter.
6. Record returned questionnaires as they arrive.
7. Follow-up on nonrespondents. Approximately two weeks after the specified return date, a second attempt should be made to obtain a response. This can be accomplished by a reminder card, letter or telephone contact urging them to complete and return the instrument. (Example Document 11-2)

(if interviewing)

2. Place names of interviewees on instruments.
3. Orient interviewers to the use of the instrument and the introduction to be used. Discuss with interviewers techniques that are commonly used for questioning, probing and response recording.
4. Begin interviewing.
5. Follow-up on interviewers' progress at frequent intervals.
6. Tally responses on interview instruments.
7. If participants were unavailable for the initial interview, make a second appointment.

Task E. Summarize and Present the Results.

1. Summarize the results as they are returned. Attempt to obtain responses from at least 80% of the resources surveyed.
2. Present the summary in a report. In addition, individual data cards should be prepared for a central file of available resources. The back of each card should provide space for instructors' comments concerning the value of the resource. (See Example Documents 11-6 and 11-7.)

Task F. Coordinate the Use of Collected Data and Updating.

1. Conduct a staff meeting to discuss the results of the activity in general and procedures for using the collected data to improve resource utilization.
2. Provide a written procedural outline explaining how the resource file is to be used and identify the individual responsible for the operation of the resource file.

3. Develop a follow-up card (Example Documents 11-5 — 11-11) to be completed and returned to your office after each field trip, guest lecturer, etc. which will indicate the use of a community resource and also the instructor's assessment of its value.
   a. Place the file in a centralized location, such as the local vocational director's office, library or in an administrative office. This will simplify updating procedures. In LEA's with multiple attendance centers, consideration to alternate locations will have to be given.
   b. Assign an individual who will assume the responsibility for maintaining the file, insuring that data is current and available.
   c. Review, at least annually, the contents of the file. Items not being used or those data cards needing updating should be removed and modified and/or re-evaluated.
   d. Annually review with the staff the use of the data file.
   e. Suggest possible resources to those faculty not utilizing the data file during the year. This implies that the local director monitors faculty use of resources in the community, which is strongly recommended.

Example Documents

No.		Page Number
11- 1.	Sample Resource Information Letter	10
11- 2.	Employer/Supervisor Survey Reminder Notice Second Mailing	11
11- 3.	Community Resource Questionnaire — Directions	12
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Example Document 11-1

SAMPLE RESOURCE INFORMATION LETTER

Letterhead of Advisory Committee Chairperson or Secretary

(inside Address)

Improvement in the quantity and quality of occupational education can be provided for the population of our district. Students, parents, educators and lay citizens are working toward the development of a complete listing of resources available to our educational program.

The local educational program needs your support. Please spend a few minutes to complete the attached survey? Your response is not intended to be a commitment to participate in any of the listed activities. It will, however, assist us in piecing together a total picture of resources potentially available to our students. Should you have questions regarding the survey, please contact me at xxx-xxxx. I will be happy to discuss your questions with you.

Please return the survey by (date)_____ in the attached self-addressed, stamped envelope. Thank you for your continuing concern and support.

Sincerely,

Advisory Committee Chairperson

Example Document 11-2

EMPLOYER/SUPERVISOR SURVEY REMINDER NOTICE
SECOND MAILING

Dear Employer or Sxpervisor:

HELP!!! We're looking for a MISSING QXESTIONNAIRE. If yox've retxrned yoxr COMMXNITY RESOXRCES QXESTIONNAIRE form yox've already helped and don't need to read the rest of this message.

This message may be a little hard to read becaxse the M is missing on oxr typewriter. The other 44 keys are fxnctioning properly, bxt one key makes a big difference. Oxr sxrvey is mxch like the typewriter. If we're to have a meaningfxl sxrvey, yox are important.

Yox are only one person, bxt one person can really make a difference jxst as only one key made a disaster oxt of this message! Yox can make yoxr contribxtion to the improvement of employment preparation of fxtxre high school stxdents simply by mailing yoxr completed qxestionnaire form today.

THANK YOX

COMMUNITY RESOURCE QUESTIONNAIRE - DIRECTIONS

Programs offered at _____ school include offerings in the following areas:

APPLIED BIOLOGICAL & AGRICULTURAL OCCUPATIONS
BUSINESS, MARKETING & MANAGEMENT OCCUPATIONS
HEALTH OCCUPATIONS
INDUSTRIAL ORIENTED OCCUPATIONS
PERSONAL & PUBLIC SERVICE OCCUPATIONS

As you complete the attached questionnaire, attempt to include all areas of your operation including those which may seem to be only remotely related to the program areas listed above. As an example, your plant may have a very good first aid and safety program coordinated by a registered nurse or doctor. Although industry would view this as a service activity not directly related to the primary objective of manufacturing a product, it may be utilized by the Health Occupations Program to illustrate the career opportunities for those pursuing nursing degrees. The groundskeeper, as another example, may have much to offer the horticultural program, although once again, his work would not normally be viewed as a job classification directly related to production.

If you have questions regarding areas such as those mentioned above, please contact us at your convenience.

Example Document 11-4

A COMMUNITY RESOURCES QUESTIONNAIRE*

Name of Business _____

Address _____

Person(s) to Contact _____ Phone _____

Circle One

Yes No Do you have resource people available to visit the classroom, inform students, and answer students' questions? (A teacher will furnish the area of interest.)

Yes No Do you have resource people available for individual student career information interviews? (Example: A student is interested in a pharmaceutical career. The council will arrange for the student to talk with a registered pharmacist.)

Yes No Are you willing to accept requests for classroom visits or career visits?

How much advance notification is required for classroom visits? _____

Check the age groups with which the resource person(s) would be willing to meet in a classroom setting:

6-7 ___ 8-9 ___ 10-11 ___ 12-13 ___ 14-15 ___ 16-18 ___

Number of classroom setting visits you will accept per school year: _____

Person(s) to contact regarding the details of classroom setting visits:

Name _____ Phone _____

Maximum number of students per group for career visit (tour): _____

Best month(s) of the year: _____

Best day(s) of the week: _____

Best time of day: _____

How much advance notification is required for career visits? _____

Check the age groups you would be willing to accept for career visits:

6-7 ___ 8-9 ___ 10-11 ___ 12-13 ___ 14-15 ___ 16-18 ___

Approximate amount of time needed for a career visit: _____

Are parking facilities available to students and teachers? _____

_____

Description of possible areas or departments which can be visited on career visits:

_____

Person(s) to contact regarding the details of a career visit:

Name _____ Phone _____

Specific safety precautions to be observed by students: _____

_____

Suggested follow-up activities you may desire after career visits: _____

_____

Short descriptive statement about your business or products? _____

_____

_____

In what other ways can Business, Industry, Agriculture, Professions and Labor contribute to the education of our children?

_____

_____

_____

_____

Circle One

Yes No Are you willing to accept one or more groups per school year of five to twenty teachers for a career visit (tour of facilities), briefing of your operations, products or services, and interviews with employees to learn more about an individual career or occupation from the individual performing the work? Teachers would be with you for approximately two hours.

The number of teachers you would be willing accept for a career visit: _____

Yes No Would you consider employing high school juniors and seniors so that they could learn more about the realities of the world of work through the school's cooperative program?

*Developed for use by the Tri-County Industry-Education-Labor Council, East Peoria, Illinois 61635.

RESOURCE FILE CARD--FIELD TRIP

INDUSTRIAL ORIENTED OCCUPATIONS

FIELD TRIPS

Company: North Central Manufacturing

TELEPHONE: XXX/XXX-XXXX

Address: 1037 Johnson
Sumtown, Illinois 62001

CONTACT: Fred Jones
Tour Coordinator

TOURS: (1) The computer center which is responsible for billing, production scheduling, supply inventory and fiscal analysis.

(2) Production of component parts and assemblies used by other manufacturers of heavy and light equipment. Specialty areas are in bearing assemblies for all types of equipment, including special use equipment such as large off-road trucks.

(3) Warehouse and shipping department in charge of crating, packing and shipping of component parts and assemblies via rail, truck and air freight.

Contact 5 days prior to tour date - morning hours preferred. Tours last approximately two hours. Will accept up to 40 persons per tour.

SEE ALSO: BUSINESS, MARKETING AND MANAGEMENT

Example Document 11-6

RESOURCE FILE CARD--GUEST SPEAKER

HEALTH OCCUPATIONS — GUEST SPEAKER

TOPICS: Intensive Care - Coronary — TELEPHONE: XXX/XXX-XXXX

CONTACT:
Hope Hospital Intensive Care Unit
348 Recovery Lane
Medical Junction, Illinois 61XXX

CONTENT: A precise step by step procedural outline of the practices utilized in a large intensive care unit for coronary patients. Includes initial patient care, automated surveillance equipment, training required for employment, working conditions, and advantages and disadvantages of this type of employment.

Contact Mrs. Smith well in advance. The presentation is especially meaningful if followed by a visit to the facility. Presentation takes approximately 50 minutes and utilizes slides of the unit. A projector and screen should be available (provided by the school).

SEE ALSO: INDUSTRIAL ORIENTED - ELECTRONICS

Example Document 11-7

EVALUATION SUMMARY ON RESOURCE FILE CARD

This example illustrates the type of information which may be contained on the back of the Resource Listing File Card. Specific comments from the summarization of the activity evaluation sheets would be included.

EVALUATION SUMMARY DATE	SUMMARY OF EVALUATION FORM AND FACULTY COMMENTS
8/15/73	36 students evaluated the field trip to the distillery. All students were favorably impressed. Guides were interesting and knowledgeable. Educational objectives were met. Definitely a good resource. Fred Jones, Instr.

EVALUATION OF ADVISORY COMMITTEES FORM

Please complete the following form by placing a circle around the most appropriate response. (NA - not applicable; L - limited or no activity; M - moderate or average activity; E - extensive involvement.) In the space for comments indicate your assessment of the effectiveness of that particular activity.

Item	Response	Comments
THE ADVISORY COMMITTEE:		
1. is chartered by the board of education	Yes No	
2. operates within the framework of a constitution and by laws	Yes No	
3. has elected officers responsible for its operation	Yes No	
4. meets regularly on scheduled dates	Yes No	
5. has a set agenda for meetings available	Yes No	
6. distributes minutes to appropriate staff, administrators, and the board of education	Yes No	
7. has a rotational system of membership and replaces inactive members as needed	Yes No	
8. has a good cross-sectional representation of the community	Yes No	
9.		
(a) identifies and makes staff aware of resources available for use in the school	NA L M E	
(b) assists in the follow-up of former students of the program	NA L M E	
(c) assists in the evaluation of facilities and equipment used for programs	NA L M E	
(d) helps identify potential cooperative training stations in the service area	NA L M E	
(e) coordinates a speaker's bureau to relate program information to the community	NA L M E	
(f) assists in arrangements for field trips for both student and faculty	NA L M E	

Item	Response	Comments
(g) serves as a resource for the educational program.	NA L M E	
(h) actively participates in the development of job-entry skill requirements for occupations provided by the school	NA L M E	
(i) assists in locally-directed evaluation of occupational programs	NA L M E	
(j) aids in the development of a list of printed resources and visual aids	NA L M E	
(k) works actively in the identification of new programs.	NA L M E	
(l) assists in locally-directed evaluation of occupational programs	NA L M E	
(m) meets with other agencies (when needed) to coordinate activities	NA L M E	
(n) evaluates its own work at least annually	NA L M E	
(o) assists with evening school and continuing education program planning, implementation and evaluation	NA L M E	
(p) assists other school agencies and organizations, including youth groups, as needed.	NA L M E	

*Ideas and items taken from the Manual for Community Resource Utilization, University of Illinois, Urbana and the Division of Vocational and Technical Education, Springfield, Illinois.

Example Document 11-9

CURRENT COMMUNITY RESOURCE UTILIZATION FORM

Please list below the column heading the information requested. List the resources as identified in the extreme left column. Comments should include your assessment of the resource's value as well as those items detailing specific needs or problems.

RESOURCE TYPE	RESOURCE DESCRIPTION	PURPOSE	CONTACT NAME	ADDRESS	COMMENTS
Guest Speaker	Discussion of manufacturing processes used to produce plastic window shutters	Detailed description of vacuum molding process used with plastics	William Jones	2424 Illini St Wabahqua, IL 61616 TELE: 222-2222	A very precise, well-organized and interesting speaker
Guest Speaker	Presentation by home extension on the color matching of fabrics	Describes the selection of fabric color by commercial clothing production firms	Ms. Sara Smith	1111 High St Someplace, IL 61111 TELE: 333-3333	Excellent presentation available only in October and November in our area

Example Document 11-10

GUEST SPEAKER EVALUATION*

SPEAKER _____ DATE _____

CLASS _____

STUDENT _____ (optional)

Please respond to the following questions by circling the appropriate answer (NA = Not Applicable, Ex = Excellent, P = Poor, and Av = Average). Please make comments that you feel are relevant.

ITEM	RESPONSE	COMMENTS
1. Was the purpose (objectives) of the speaker's visit made clear?	Yes No NA	
2. Was the preparation well organized:	Yes No NA	
3. Were the important ideas of the speaker clearly presented?	Yes No NA	
4. Did the speaker encourage the audience to ask questions?	Yes No NA	
5. Was the speaker stimulating? Did he or she increase your desire to learn more about the topic?	Yes No NA	
6. In comparison to other speakers you have heard, how would you rate this speaker?	Ex P Av	
7. Did the topic relate to your class discussion?	Yes No NA	
8. Was the preparation done prior to the speaker's presentation complete?	Yes No NA	
9. Was the follow-up activity assignment clear and related to the speaker's presentation?	Yes No NA	
10. Other comments		

*Ideas and items taken from Manual for Community Resource Utilization, University of Illinois, Urbana, and the Division of Vocational and Technical Education, Springfield, Illinois

Example Document 11-11

FIELD TRIP EVALUATION FORM*

PLACE VISITED _____ DATE _____

REASON FOR VISIT _____ INSTRUCTOR _____

On the scale which follows each item, please place an (X) at the point which represents your evaluation of that item. If the statement is not applicable, please circle the letters NA to the right of the rating scale.

	Definitely No					Definitely Yes	
1. The purpose of the field trip was made clear and definite.	0	1	2	3	4	5	NA
2. The students shared in determining the purposes of the trip.	0	1	2	3	4	5	NA
3. The trip was a learning experience that related to the classroom instruction.	0	1	2	3	4	5	NA
4. An orientation to the purpose of the trip was conducted.	0	1	2	3	4	5	NA
5. Appropriate questions to be asked by the class were developed prior to the trip.	0	1	2	3	4	5	NA
6. Specific directions were developed for all phases of the field trip.	0	1	2	3	4	5	NA
7. Responsibilities to be assumed by participants were discussed and clearly assigned.	0	1	2	3	4	5	NA
8. A high degree of interest was shown throughout the trip.	0	1	2	3	4	5	NA
9. Appropriate notations and observations were made by the group.	0	1	2	3	4	5	NA
10. The time schedule was appropriate to the observation made.	0	1	2	3	4	5	NA
11. The students participated in evaluating the trip.	0	1	2	3	4	5	NA
12. Appropriate conclusions were drawn by the class following the trip.	0	1	2	3	4	5	NA
13. New interests resulting from the trip were evidenced through informal comments, extended reading, contributions in class, etc.	0	1	2	3	4	5	NA

*Ideas and items taken from Manual for Community Resource Utilization, University of Illinois, Urbana, and the Division of Vocational and Technical Education, Springfield, Illinois

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